

A L Corbett Middle

10 A.L. Corbett Circle
Wagener, SC 29164

Grades 6–8 Middle School

Enrollment 303 Students

Principal Deborah Bass, Ph.D.

803–564–1050

Superintendent Dr. Linda B. Eldridge

803–641–2428

Board Chair Dr. John B. Bradley

803–641–8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 2 | 12 | 29 | 5 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Below Average | Average | N/A |
| 2003 | Average | Average | No |
| 2004 | Below Average | Unsatisfactory | No |
| 2005 | Below Average | Unsatisfactory | No |

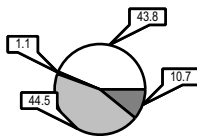
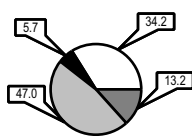
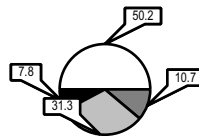
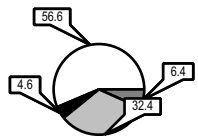
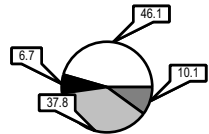
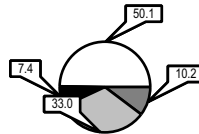
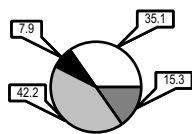
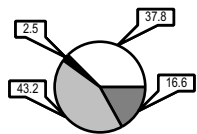
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 302 | 100.0 | 43.8 | 44.5 | 10.7 | 1.1 | 20.3 | No | Yes |
| Gender | | | | | | | | | |
| Male | 149 | 100.0 | 55.2 | 37.3 | 6.7 | 0.7 | 13.4 | | |
| Female | 153 | 100.0 | 33.3 | 51.0 | 14.3 | 1.4 | 26.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 146 | 100.0 | 33.1 | 47.1 | 17.6 | 2.2 | 30.9 | Yes | Yes |
| African American | 154 | 100.0 | 54.5 | 41.3 | 4.2 | 0.0 | 9.8 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 249 | 100.0 | 37.9 | 47.8 | 12.9 | 1.3 | 23.7 | | |
| Disabled | 53 | 100.0 | 71.4 | 28.6 | 0.0 | 0.0 | 4.1 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 302 | 100.0 | 43.8 | 44.5 | 10.7 | 1.1 | 20.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 302 | 100.0 | 43.8 | 44.5 | 10.7 | 1.1 | 20.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 206 | 100.0 | 52.9 | 41.9 | 5.2 | 0.0 | 12.6 | No | Yes |
| Full-pay meals | 96 | 100.0 | 24.4 | 50.0 | 22.2 | 3.3 | 36.7 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 302 | 100.0 | 34.2 | 47.0 | 13.2 | 5.7 | 29.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 149 | 100.0 | 33.6 | 46.3 | 12.7 | 7.5 | 29.1 | | |
| Female | 153 | 100.0 | 34.7 | 47.6 | 13.6 | 4.1 | 30.6 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 146 | 100.0 | 24.3 | 45.6 | 19.1 | 11.0 | 43.4 | Yes | Yes |
| African American | 154 | 100.0 | 44.1 | 47.6 | 7.7 | 0.7 | 16.8 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 249 | 100.0 | 30.2 | 47.8 | 15.1 | 6.9 | 34.9 | | |
| Disabled | 53 | 100.0 | 53.1 | 42.9 | 4.1 | 0.0 | 6.1 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 302 | 100.0 | 34.2 | 47.0 | 13.2 | 5.7 | 29.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 302 | 100.0 | 34.2 | 47.0 | 13.2 | 5.7 | 29.9 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 206 | 100.0 | 40.3 | 46.6 | 10.5 | 2.6 | 22.0 | No | Yes |
| Full-pay meals | 96 | 100.0 | 21.1 | 47.8 | 18.9 | 12.2 | 46.7 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 302 | 100.0 | 50.2 | 31.3 | 10.7 | 7.8 | 18.5 |
| Gender | | | | | | | |
| Male | 149 | 100.0 | 51.5 | 25.4 | 13.4 | 9.7 | 23.1 |
| Female | 153 | 100.0 | 49.0 | 36.7 | 8.2 | 6.1 | 14.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 146 | 100.0 | 33.1 | 36.8 | 17.6 | 12.5 | 30.1 |
| African American | 154 | 100.0 | 67.1 | 26.6 | 2.8 | 3.5 | 6.3 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 249 | 100.0 | 45.7 | 32.3 | 12.5 | 9.5 | 22.0 |
| Disabled | 53 | 100.0 | 71.4 | 26.5 | 2.0 | 0.0 | 2.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 302 | 100.0 | 50.2 | 31.3 | 10.7 | 7.8 | 18.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 302 | 100.0 | 50.2 | 31.3 | 10.7 | 7.8 | 18.5 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 206 | 100.0 | 60.2 | 28.8 | 7.3 | 3.7 | 11.0 |
| Full-pay meals | 96 | 100.0 | 28.9 | 36.7 | 17.8 | 16.7 | 34.4 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 302 | 100.0 | 56.6 | 32.4 | 6.4 | 4.6 | 11.0 |
| Gender | | | | | | | |
| Male | 149 | 100.0 | 54.5 | 32.1 | 6.7 | 6.7 | 13.4 |
| Female | 153 | 100.0 | 58.5 | 32.7 | 6.1 | 2.7 | 8.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 146 | 100.0 | 41.9 | 39.7 | 10.3 | 8.1 | 18.4 |
| African American | 154 | 100.0 | 71.3 | 24.5 | 2.8 | 1.4 | 4.2 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 249 | 100.0 | 53.4 | 34.1 | 6.9 | 5.6 | 12.5 |
| Disabled | 53 | 100.0 | 71.4 | 24.5 | 4.1 | 0.0 | 4.1 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 302 | 100.0 | 56.6 | 32.4 | 6.4 | 4.6 | 11.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 302 | 100.0 | 56.6 | 32.4 | 6.4 | 4.6 | 11.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 206 | 100.0 | 67.0 | 25.1 | 5.2 | 2.6 | 7.9 |
| Full-pay meals | 96 | 100.0 | 34.4 | 47.8 | 8.9 | 8.9 | 17.8 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 119 | 100.0 | 58.3 | 29.6 | 12.2 | N/A | 12.2 |
| | 7 | 81 | 100.0 | 41.6 | 40.3 | 16.9 | 1.3 | 18.2 |
| | 8 | 79 | 100.0 | 35.4 | 51.9 | 11.4 | 1.3 | 12.7 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 104 | 100.0 | 49.5 | 38.9 | 9.5 | 2.1 | 11.6 |
| | 7 | 117 | 100.0 | 45.0 | 49.5 | 5.4 | 0.0 | 5.4 |
| | 8 | 81 | 100.0 | 34.7 | 44.0 | 20.0 | 1.3 | 21.3 |
| Mathematics | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 119 | 100.0 | 35.7 | 40.9 | 14.8 | 8.7 | 23.5 |
| | 7 | 81 | 100.0 | 31.6 | 42.1 | 15.8 | 10.5 | 26.3 |
| | 8 | 79 | 100.0 | 44.3 | 45.6 | 10.1 | N/A | 10.1 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 104 | 100.0 | 29.5 | 50.5 | 15.8 | 4.2 | 20.0 |
| | 7 | 117 | 100.0 | 33.3 | 45.0 | 12.6 | 9.0 | 21.6 |
| | 8 | 81 | 100.0 | 41.3 | 45.3 | 10.7 | 2.7 | 13.3 |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 104 | 100.0 | 50.5 | 24.2 | 11.6 | 13.7 | 25.3 |
| | 7 | 117 | 100.0 | 49.5 | 32.4 | 13.5 | 4.5 | 18.0 |
| | 8 | 81 | 100.0 | 50.7 | 38.7 | 5.3 | 5.3 | 10.7 |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 104 | 100.0 | 56.8 | 28.4 | 7.4 | 7.4 | 14.7 |
| | 7 | 117 | 100.0 | 58.6 | 34.2 | 5.4 | 1.8 | 7.2 |
| | 8 | 81 | 100.0 | 53.3 | 34.7 | 6.7 | 5.3 | 12.0 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|------------------------|------------------------------|---|-----------------------------|
| Students (n= 303) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 15.1% | Down from 47.9% | 14.3% | 15.5% |
| Retention rate | 2.9% | Down from 4.5% | 3.5% | 3.0% |
| Attendance rate | 95.9% | Up from 95.1% | 95.7% | 95.8% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 5.0% | Down from 14.3% | 4.8% | 4.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.0% | Down from 11.9% | 5.2% | 4.6% |
| Eligible for gifted and talented | 19.8% | Up from 18.3% | 13.1% | 15.3% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 17.6% | Down from 18.6% | 14.4% | 13.6% |
| Older than usual for grade | 2.6% | Down from 3.5% | 5.6% | 4.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.3% | Up from 0.0% | 0.7% | 0.8% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 24) | | | | |
| Teachers with advanced degrees | 41.7% | Up from 20.0% | 48.9% | 51.8% |
| Continuing contract teachers | 66.7% | Up from 45.0% | 80.0% | 78.1% |
| Highly qualified teachers | 95.5% | Up from 83.3% | 88.9% | 89.6% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 13.3% | 7.2% | 6.0% |
| Teachers returning from previous year | 76.9% | Up from 70.6% | 84.4% | 85.4% |
| Teacher attendance rate | 95.2% | Down from 98.0% | 94.8% | 94.9% |
| Average teacher salary | \$40,430 | Up 7.9% | \$40,117 | \$41,328 |
| Prof. development days/teacher | 15.9 days | Up from 7.3 days | 11.8 days | 11.5 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 20.4 to 1 | Up from 19.0 to 1 | 20.8 to 1 | 21.3 to 1 |
| Prime instructional time | 89.8% | Down from 92.7% | 89.0% | 89.3% |
| Dollars spent per pupil* | \$8,383 | Down 2.3% | \$5,773 | \$6,022 |
| Percent of expenditures for teacher salaries* | 50.5% | Down from 55.8% | 62.8% | 61.7% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 82.5% | Up from 77.1% | 96.4% | 96.1% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | No change | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 89.0% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 90.5% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A.L. Corbett Middle School began the school year without any construction in the new facility for the first time in three years. The goals set for the school's academic needs included developing plans to emphasize schoolwide reading, use manipulatives in mathematics instruction, and increase parent involvement.

The universal breakfast program provided nutritious beginnings for every child while providing a structured setting to begin school each day. The schedule included opportunities for teachers to collaborate and increased assistance for students with academic plans. Our focus on improvement was stressed as we continued involvement in the middle school math project (MSMP) with SERVE; continued hosting a cohort group with S.C. State for teacher preparation; continued offering instructional opportunities in our v-tel instructional lab; developed professional literacy groups to study research that affects our school population; participated in vertical teaming; and provided safety nets for students in GEAR-UP, an after-school program, and academic clubs.

The computer lab allowed students access to the math text on the Internet for immediate feedback and pre-testing. Students participated in the Academic Team, Science fair, character education readings, and the school-wide multicultural unit that included research and presentations by every reading renaissance team. The schedule allowed teachers of the same content to plan together on a daily basis. Staff development opportunities for mathematics, reading, and writing were held, and teachers shared teaching practices with their content teams to develop professional understandings in content and pedagogy.

We improved our parent communication with monthly parent information nights; a weekly newsletter from each grade level; a monthly newsletter from the school; and volunteer opportunities. We increased community awareness by hosting a quarterly meeting of local clergy and monthly meetings with local community leaders.

Our challenges continue to be attracting teachers, community involvement, parent participation, and securing the resources that provide substantial long-term professional development based on school data. However, we are committed to making informed decisions to improve teaching and learning based on assessment results.

Respectfully submitted by: Deborah Bass, Ph.D.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 18 | 69 | 45 |
| Percent satisfied with learning environment | 83.3% | 56.5% | 72.1% |
| Percent satisfied with social and physical environment | 88.9% | 58.0% | 68.2% |
| Percent satisfied with school-home relations | 50.0% | 79.7% | 61.4% |

*Only students at the highest middle school grade level at this school and their parents were included.